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ABSTRACT

Designed to help family home care providers address the needs of children at various developmental stages, this manual provides practical suggestions for encouraging and evaluating children's social and emotional development. The manual is divided into four sections focusing respectively on infants, toddlers, preschool children, and school-aged children. Each section contains: (1) a brief summary of the social and emotional developmental tasks appropriate for the child of the age level discussed in the section; (2) suggestions for activities to help caregivers evaluate each child's developmental level; (3) questions to help caregivers evaluate their home's potential as an environment for fostering healthy social and emotional development; (4) a variety of developmentally appropriate activity ideas; and (5) an activity evaluation form. Ordering information is also provided for a free newsletter series, "Family Day Care Connections," and the "In-Home Daycare" video which was designed to accompany this manual. (MM)

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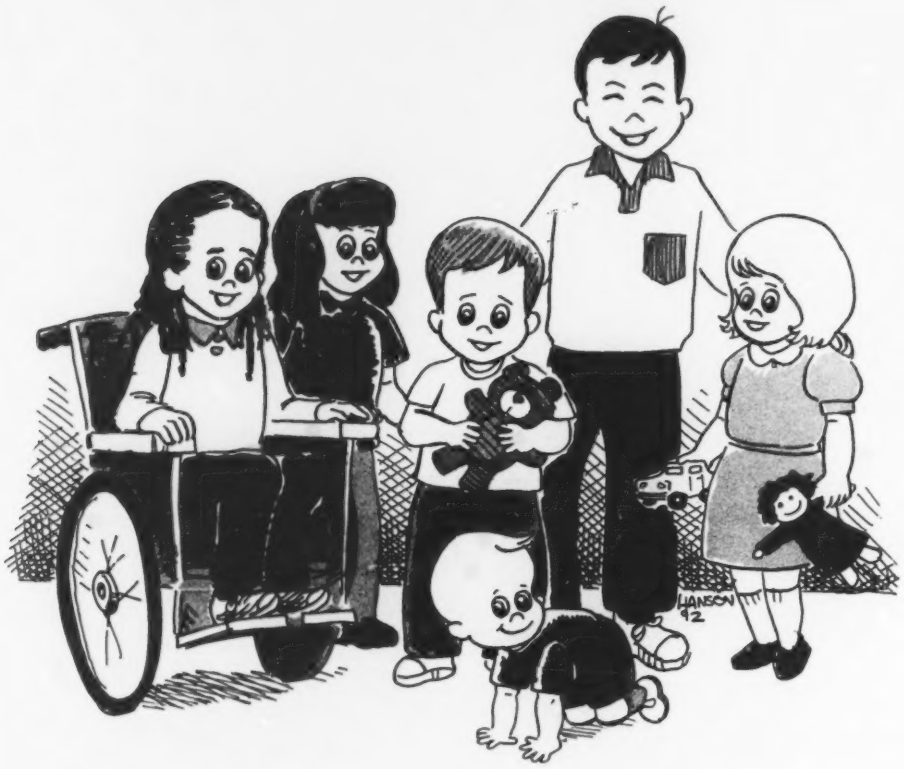
Helping Children Develop Socially and Emotionally



In-Home Daycare

Cooperative Extension Service / South Dakota State University / U.S. Department of Agriculture

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Helping
Children
Develop Socially and Emotionally

Socialization is the process that helps children acquire the values, beliefs, and behaviors acceptable to other members of society. By socializing, children acquire knowledge, skills, motives, and aspirations that enable them to adapt to their environment and to the other people around them. Socializing also helps children learn how to control undesirable impulses.

The family and the interactions between the various members help to mold the child's social and emotional development. As a family day care provider, you become an important part of this process, because you take over the maternal care-giving role while a child is in your home. You and the other children in your home become a part of each child's extended family.

Children's social and emotional needs change as they get older. It is important to carefully observe and appropriately respond to each child's developmental needs.

The purpose of this manual is to help you explore ways to evaluate your family home day care environment to better insure opportunities for healthy social and emotional development of the children in your care. These are the age level sections . . .

1 **Infants**

2 **Toddlers**

3 **Preschoolers**

4 **School-Aged Children**

At each age level of this manual, you will find . . .

- a brief summary of the social and emotional developmental tasks for that age;
- activities to help you evaluate the developmental level of the children you care for;
- questions to help you evaluate your home's potential for fostering healthy social and emotional development;
- a variety of developmentally appropriate activity ideas you may want to try with the children you care for; and
- an evaluation form to help you decide which activities are most successful.

This manual was prepared by . . .

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A video, "In-Home Daycare," . . .

is available to accompany this manual. Copies may be borrowed or purchased from the Cooperative Extension Service, South Dakota State University, Brookings. Contact your local Extension home economist for details.

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I Social and Emotional Development of Infants

An infant needs one consistent, nurturing provider with whom he or she can bond. A strong bond allows the infant to learn to love, to trust, and to develop a sense of security. For this to happen, both infant and adult need to learn each other's body language.

Shortly after birth, an infant begins to discriminate the voices and unique smells of people important to her. Recent research suggests that an infant as young as three or four months can begin to discriminate his mother's face from that of a stranger.

As infants grows, they will need to succeed in their attempts at social interactions. An older infant can enjoy a social game of patty-cake or peek-a-boo.

Infants have limited intentional thought. Their actions are mostly a response to immediate events around them.

At about seven months, the infant will begin to experience "stranger anxiety." He may cry and pull away if a stranger tries to pick him up. During this time, the infant may attach to a favorite blanket, stuffed animal, or other object.

Careful observation will help you know when the infant is hungry, too tired to play, or just wants to be held.

Observe the Infants in Your Care

The key to successful caregiving is to develop good communication between you and the infant.

Good communication begins by being able to correctly read the infant's states of behavior and then to respond appropriately. Below is a list of the characteristics of different physical states. Try to observe the infant in your care for one day. Watch for any changes between states. Jot down approximately the time, and in what order, the infant moved from one state to each new state.

Regular Sleep: Regular respiration (36 per minute). The eyes are closed and still and the face is relaxed. There is little movement during this time.

Irregular Sleep: Uneven, faster respiration (48 per minute). Eyes are closed, but there may be occasional, rapid eye movement. There may be smiles and grimaces. Some gentle movement may occur.

Drowsiness: Even respiration. Eyes may open and close or remain halfway open with a dull/glazed look. There is less movement than in irregular sleep.

Alert Inactivity: Constant and faster respiration. The eyes are bright and fully open. The face is relaxed. The infant will display slight activity. This is a good time to talk to the infant, to present objects, or to make any assessments.

Waking Activity: Irregular respiration. The face will be flushed and the infant will be less able to focus eyes than during alert inactivity. The extremities and the body move; the infant may vocalize and make noises. This is a good time for you to interact with the infant and to provide basic care.

Crying: Irregular respiration. The skin is red and the infant may display facial grimaces. The eyes will be partially or fully open. There is vigorous activity, crying, and vocalization. The infant's fists may be clenched. Pick up the infant, try to identify the source of discomfort and remedy it. Try to soothe the infant.

Record Your Observations

Date of observation: _____

Time:	State of Infant:	My Response:	Infant's Reaction:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Evaluate the Temperament of Infants in Your Care

Each child is born with a unique temperament which has a strong influence on how that child relates to people and events in the world around them.

Using the temperament worksheet and the list of categories of temperament, try to evaluate the temperament of an infant in your care. Although it's difficult to change a child's natural temperament, it can be helpful to understand each child's temperament when you are making decisions and interacting with the children.

CHILD'S TEMPERAMENT WORKSHEET

Child's name _____

Child's age _____

Activity Level	Rhythmicity	Approach or Withdrawal	Adaptability	Sensory Threshold	Quality of Mood	Intensity of Reactions	Distractibility
High	Regular	Approach	High	Low	Positive	Low	Low
Low	Irregular	Withdrawal	Low	High	Negative	High	High
General Comments	General Comments	General Comments	General Comments	General Comments	General Comments	General Comments	General Comments

Categories of Temperament

Activity Level: *(Rate from High to Low)*
How much does the infant move her body, kick her legs, wave her arms?
How often does she roll from side to side?
Does she stay put or wiggle when placed on her stomach?

Rhythmicity: *(Rate from Regularity to Irregularity)*
Does the infant have a bowel movement at the same time each day?
Does the infant tend to sleep, eat, and get fussy at predictable times, or is each day different from the one before?

Approachability: *(Rate from Approachable to Withdrawal)*
Does the infant smile at a stranger?
Do his eyes light up when someone talks to him?
Does the infant accept or reject new foods or objects when first approached?
Does he pull away when approached?

Adaptability: *(Rate from High to Low)*
How quickly does the infant adapt in a new situation?
Can you change the time for a nap or meal without upsetting the whole day?
Does the infant sleep just as well in different areas, or is one area definitely best?

Sensory Threshold: *(Rate from Low to High)*
Does the infant hear or wake up with even the slightest noise in the house?
Can she sleep through anything?
Does she cry at the slightest bump or breeze?

Quality of Mood: *(Rate from Positive to Negative)*
Does the infant smile, coo, and babble?
Does he look away from you when you speak to him?
Does he fuss and have long cry periods?

Intensity of Reactions: *(Rate from Low to High)*
When upset does the infant cry loudly or just fuss mildly?
When happy does the infant smile or laugh outloud?

Distractibility: *(Rate from Low to High)*
If the infant is hungry, can you pacify her with a toy until the food is ready, or does she keep crying until fed?
If eating, does the infant continue when someone walks by, or does he stop to look?

Evaluate Your Home

How many different people provide care for the infant each day? Each week? Consistent care by the same adult is important in the bonding process.

When you hold the infant, do you arrange him so you can look into each other's face?

Do you hold the infant when she has her bottle? Take time to sit down and enjoy this special social time. Try not to use props to hold the bottle. Use this as a time to bond and attach with the infant.

While awake, is the infant located where he can see the activities going on in your home? Keep the infant close so that you can talk to him or share a smile.

Is there a quiet, out of the way place where you can rock the infant?

Does the infant have a quiet place to sleep?

Do you have any soft blankets or stuffed toys with which the infant can sleep and rock? The infant may use these objects to form secure attachments.

Try These Social and Emotional Development Activities with Infants in Your care

When the infant is in a quiet, alert state, hold her so you can have close facial and eye-to-eye contact. Try imitating back to her any facial expressions she may make. Even newborn infants will attempt to stick out their tongue if this behavior is modeled for them.

If the infant produces any sounds, try to make those sounds back. Talk to the infant, but be sure to pause from time-to-time to allow him to make a response. This turn talking will help the child with later communication skills.

Talk to the infant during routine care about objects, positions, or actions that concern the infant. Slow down or discontinue the interaction if he looks away for a few seconds, lowers his head, or cries. The infant may be experiencing over stimulation.

An infant needs a chance to feel successful in her attempts to explore her world. When the child is three to four months old, she may begin to reach out for objects. Lay her on her stomach on the floor. Place a small rattle or other bright toy nearby and just within her reach. Encourage the infant to stretch and to grab for the object. If she starts to fuss or appears to be frustrated, move the toy closer so she can grasp it and achieve success.

As older infants becomes more active, they will have many opportunities to explore. Many infants will feel more at ease and are more likely to explore if you, the adult, stay nearby while they play. Sometimes all it takes is eye contact with you; other times the infant may need an encouraging hug or back rub.

When the infant begins to eat solid foods, let him have a spoon of his own to hold. His first attempts at self feeding will be messy and more food will miss the mouth than go in. Finger food also allows the infant the independence of feeding himself. Start by cutting up soft fruits or tender meat and cheese. Be sure to observe the infant carefully to protect him from choking.

An older infant will enjoy rolling a ball between herself and an adult or older child. Sit on the floor a few feet from her and gently roll the ball back and forth.

Locate some small unbreakable mirrors with which the infant can play. As he looks at them, ask him what he sees: Do you see a baby? Is that the baby's nose? Is this baby happy?

Look through your collection of music. Do you have tapes or records with soft, mellow songs? Play these to help calm the infant when she's tense or upset. Maybe you want to use a soft tape to help her sleep. The music could help block out the background noise made by the older children.

Take a clean shoe box with a lid. Put in a large, safe object for the infant to discover. Most infants will enjoy the challenge of taking the lid on and off.

Make a picture page of the infant's family. Ask the parents for pictures of important people in the infant's life. Place these photos between plastic sheets for protection. The infant may enjoy looking at the pictures while having his diaper changed.

Evaluate the Activities

List the new activities you tried with the infants in your care to enhance their social and emotional development.

Activity	How did the infant react?	Changes you would make if you did the activity again
Eye to eye contact		
Imitating infant's actions		
Imitating infant's sounds		
Talking to infant during routine care		
Motivating the infant with a bright toy		
Keeping infant nearby while she plays		
Allowing infant to try feeding himself		
Ball rolling		
Unbreakable mirrors		
Soft music		
Big pillows		
Exploring a shoe box		
Soft sponge blocks		
Plastic pail and soft sponge game		
Family picture page		

2 Social and Emotional Development of Toddlers

Once the child begins to walk and talk, there often is a change in his or her personality and social behavior. The toddler begins to experiment with independence. She learns to gain control over her own body movements. The toddler takes pride in being able to climb into the chair or car seat "all by myself."

The toddler also likes to have control over the objects in his environment. It is not unusual to see a toddler trying to push a large chair or his own stroller instead of riding in it. She will prefer big balls and large trucks to small ones. A toddler may make several laps around a table pulling a toy by a string.

Toddlers also experiment with having control over the other people around them. "Mine" and "no" are frequently heard words. Don't be surprised if a toddler in your care pulls away a hand or lets her whole body go limp as a way of denying an action or behavior you want from her.

Toddlers are not developed to the point where they share well. They tend to play alone with an object, or they play side by side one another in separate activities.

As toddlers come to understand that objects in their environment still exist even when not physically visible to them, those who have come to your home without incident now may become upset when parents leave. As a provider, it is important to understand that this is a normal part of social and emotional development. You can help the toddler deal with his need for control, as well as his separation anxiety, by providing interesting activities for him to do as soon as he arrives at your home.

Observe the Toddlers in Your Care

Development	All the time	A few times	Never
Follows simple directions			
Seeks adult's attention and interaction			
Asks for help when needed			
Plays only by self			
Plays beside other children with some interaction			
Defends rights and materials			
Responds to initiation by others			
Hits, pushes, or bites			
Wants to do things by him or herself			
Expresses frustrations appropriately			
Throws a temper tantrum to express emotions or wants			
Goes limp to express control and wishes			
Separates from parents with limited stress			
Demonstrates attachment to you and or other adults			
Responds well to praise			
Likes to help with simple tasks			

How Do You Interact with A Toddler?

Take time to carefully watch each of the toddlers in your care. Toddlers may not be babies anymore, yet they still retain some of the same needs. A toddler still needs times when he can curl up on your lap to rock and cuddle. You also may find that the toddler just wants you to hold him or give him a quick hug. How often this week have you spent time rocking each toddler?

Toddler	Number of times rocked (r), held (h), or hugged (hd)

How do you respond when a toddler has a temper tantrum or lets her body go limp? Sometimes it's hard to remember that this is just one way for the toddler to experiment with control of social relationships. One toddler may need you to hug and cuddle him, while another may respond best if you just ignore her behavior. Still another toddler may need you to help him complete a task or to demonstrate an action for him. What response from you seems to work best for each of the toddlers in your care?

Toddler	Toddler's Behavior	How I Responded	Toddler's Reaction

Watch yourself carefully for a day. How often do you do activities for toddlers that they can do for themselves? Sometimes it's so much easier just to do a task than to wait patiently for the fumbling toddler to succeed. Have you ever experienced lifting a child into a car seat only to have her squirm out and try to climb back in by herself?

Task toddler attempted	Could he or she do the task alone?	How could I respond differently?

Evaluate Your Home

Do you have several large objects the toddler can push and move around your home? Is there enough space for this activity? You might want to temporarily remove some objects if they tend to keep getting bumped or run into by the active toddler.

Do you have several items of the popular toddler toys? Toddlers do not share well, so it is best to have enough toys so that they can each have one of their own. Toys on a stick to push or on a string to pull are popular with toddlers. They also like pounding boards and toys that make noise.

List items of which you need to get more:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Is your home set up so toddlers can wash their own hands and face? Do you have a stool so that they can reach the sink and the towels? You may even want to hang some sponges and a small broom down low so the children can begin to help clean up their own messes. (Understand that the children will not do a perfect job, and you may have to redo each task, but this will pay off when the child is really old enough to clean up after herself. Meanwhile, the toddler has gained self control in a positive way.)

Are your toys stored on a shelf down low enough for the toddlers to reach on their own? A shelf works better than a toy box since it allows you to keep toys separated and easier to view. Toddlers will feel more in control if they do not have to ask for each toy they want to use. Encourage the toddlers to begin to return items during cleanup. Remember, they will still need lots of help.

Try These Social and Emotional Development Activities with Toddlers

Play a game of ball. Big balls work best. The back and forth exchange allows the child not only to control the big ball but also to initiate a response from you.

Play a simple game of hide and seek. The toddler will enjoy peeking from behind the couch or a big chair. Don't be surprised if the toddler thinks he is completely hidden even if all that is covered is his head.

Get some big boxes. Cut out small doors that toddlers can open and shut. They may enjoy taking other large object into the "house" such as a big blanket, a big doll, or a small foot stool. Let the toddlers color and decorate the outside of the house with some washable markers.

Dig through your cupboard for some old pots and pans. Most toddlers will be delighted by the loud sounds that they can create by hitting a wooden spoon against the pans.

Encourage toddlers to build tall towers using soft stacking blocks. They can then run and knock them over. As the toddlers build, knock down, and then rebuild, they are demonstrating control over objects.

Use large buckets, or clothes baskets as targets, and encourage the toddlers to throw pom balls at them. This activity allows release of physical tension and stress and lets the child feel in control.

Make edible playdough. The toddlers can roll it and pound it, and it won't matter if some of it goes into their mouths.

1 cup peanut butter
1 cup honey
1 cup powdered milk
1 cup oatmeal
food coloring (optional)
Mix thoroughly.

Give the toddler an opportunity to have a choice in matters whenever possible. It's best to use a double-ended question. For example: Would you like to have peas or corn for lunch? Which toy would you like to use first, the ball or the truck? Do you want to wear the red shirt or the blue one?

Some days toddlers just seem to be bouncing off the wall. This is a good time to try an activity that uses up lots of energy. Have the them pretend to sweep your floors or use a big brush to paint a small outside fence with water.

Mark off two lines about 8 to 10 feet apart. Have the toddlers run from one line to the next as fast as they can. Then have them crawl between the lines. Once they seem to slow down a bit, provide them each a soft blanket or toy with which to relax. They now may be ready to look at picture books or to do a simple puzzle.

Locate simple picture and story books that talk about different people. The toddlers will enjoy seeing the different types of clothes people wear, such as silly hats. Look also at books that show faces with different emotions expressed. Point out to the toddlers a person who is happy or one who is crying.

Try to minimize the number of times you need to say "no" to the toddler. When the toddler is engaged in an activity that is inappropriate, avoid saying "no" or "don't." Try to redirect the child by telling her a behavior you would like to see instead. For example: Instead of "No, don't hit," try "Put the block down on the floor. " Or, instead of "Don't jump on the couch," try "Sit down on your seat."

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Evaluate the Activities

List the new activities you tried with the toddlers in your care to enhance their social and emotional development.

Activity	How did the toddler react?	Changes you would make if you did the activity again
Game of ball		
Hide and seek		
A big box house		
Old pot and pans with a wooden spoon		
Stacking block towers		
Pom target games		
Edible playdough		
Double-ended choices		
Active tasks like sweeping or painting a fence with water		
Controlled running between two lines		
Picture books about people and emotions		
Telling the toddler the behavior you want to see instead of saying "no"		

3 Social and Emotional Development of Preschoolers

Preschoolers are able to pretend, create, and work cooperatively. Most preschool children will adjust to the day care routine of your home within a couple of weeks.

Preschool children are ready to play together and use the same equipment, but you can expect a few disagreements as they learn cooperation. They may enjoy playing a simple board game, but it is important to know that preschoolers are not yet skilled at following rules. You may find they make up their own game rules, or keep changing them. Preschoolers also are not good losers, so the best games and activities are those that can have more than one winner.

Preschool children have enough understanding and memory to engage in pretend play. Pretending is a way for children to learn a lot about our world. They can learn about the roles of different members of the community. They can experiment with different jobs and different types of equipment. Through pretend play, they learn how to interact socially with other children. They also gain a sense of self worth as they build, create, and act out each pretend situation. Some play topics, such as doctors office, may even allow a child to work through personal problems or fears.

Some children make friends easier than others. As a provider, it is important to keep in touch with each child's emotions. Preschool children often are still unable to put the correct label on their emotions, so you may need to help them understand why they feel the way they do. The children also may need you to role model for them social interactions that are successful.

Observe the Preschool Children in Your Care

Use this checklist to assess and help you better understand the social and emotional development of each preschool child in your care.

Development	All the time	A few times	Never
Interacts easily with adults			
Seeks adult's attention			
Accepts limits			
Follows directions			
Defends rights and materials			
Shares with other children, can take turns			
Initiates ideas and interaction			
Responds to initiation by others			
Can work and play cooperatively			
Can work independently without constant adult interaction			
Will ask for help when needed			
Can act out a pretend role			
Responds well to praise			
Likes to help with simple tasks			
Expresses frustrations appropriately			
Expresses emotions verbally			
Can use words to solve a problem with another child			

Are there difficult times in your day?

Most difficult times with preschoolers have a cause. To determine what may be causing this time of stress, try to make some simple observations. Each time a difficult event occurs, check to see:

What activity or event were the children doing?	Which children were involved?	Time of Day?

Do the same one or two children always seem to be involved?

Does the difficulty happen at the same time of day regularly?

Does it happen in relation to any particular event or toy?

If you find that the difficult time is during lunch, try to feed the children a half hour earlier. Your observations may suggest that you need to change the schedule, change activities, or pre-determine who can play where and when.

Evaluate Your Home

Disagreements often occur when there is not enough room or enough equipment for the number of children. Do you have a place large enough for the children to play without bumping into and interfering with each other's play?

Do you have activities and a quiet place where a child can go and play alone for awhile? Sometimes it is hard to share and cooperate all day long.

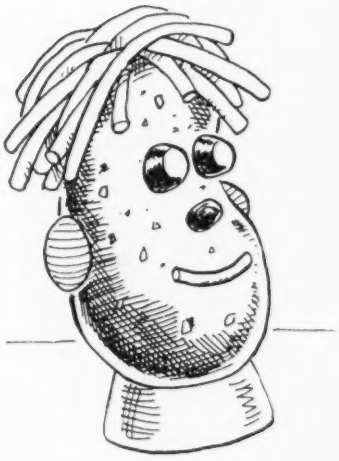
Is there a corner in your home where you can set up pretend scenes for the children? If you have an area where the scene can be left up for several days, children tend to get more involved in the play each consecutive day. They build on the roles they played the day before.

Does each child have a special place where he can keep his own things. You may want to put hooks on the wall low enough for preschool children to hang their own coats and bags. Some children adjust to day care best if they have a set place where they eat and sleep each day.

Social and Emotional Activities to Try with Preschoolers

Preschool children often have difficulty understanding and expressing their emotions. Sometimes a hands-on activity can help a child learn to identify when she feels happy, sad, frustrated, mad, or lonely.

Try one of the following activities to help the children in your care learn to cope with their emotions.



Human Potatoes

Give each child a raw potato. Children can then decorate the potato to make it look like a human head. Some materials you might supply are toothpicks to use to attach other items; yarn or cooked spaghetti for hair; raisins, miniature marshmallows, or small gumdrops for eyes and nose; cooked spaghetti or string licorice for the mouth.

Make a stand to hold the potato by taping a 1" strip of construction paper together into a small circle.

Paper Plate Faces

Use a paper plate for the base of the face. Children can glue yarn on top for hair. Eyes, nose, and mouth either can be drawn on with a crayon or children can cut small pieces of colored construction paper and glue them on.

The paper plate face can be turned into a puppet by gluing a popsicle stick to the back side. Children could create human faces or make their favorite zoo animal's face. Encourage the children to try different facial expressions to represent different moods.

Paper Sack Puppets

A small lunch sack can make a great puppet. Lay the sack down with the bottom flap facing up. If the mouth is drawn where the flap meets the sack, the puppet will appear to open and shut its mouth when the child puts his hand inside the bag. Children can draw on hair, eyes, and a nose, or they can glue on yarn and construction paper. Encourage the children to act out scenes that express the different emotions.

Sock Puppets

Make puppets out of old socks (you may be able to obtain old socks from the lost and found boxes at a laundromat). Glue or sew on felt pieces, yarn, and buttons to make different facial expressions.

Simple Board Games

Start by using a large piece of tag board. Use a marker to draw an "S" shaped path. Divide the path into many small spaces. Look around your home for small toys that can be used as the tokens to move around the board. Cut several small cards on which to put different numbers of dots or different colors. If you use colors, color the small boxes on the board to match; the children can select a card and move to the next matching color space. If you make number cards, the children can move the correct number of spaces to equal the number of dots on the card. Let the children help you decide what rules to use for the game.

Finding a Friend

If you have children in your care who seem to have a hard time finding a close friend, you may try to encourage two children to work together. Give the children a small blanket and have each child hold up one end of it. Put a ball on the blanket and have the children try to keep the ball moving without it rolling off. The two children could also just move the blanket up and down to watch how the wind catches the fabric.

Fort or Tent

Help the children design a play fort or tent. Use one or two small card tables and cover them with old blankets. The children can create different rooms and doorways by linking several tables and blankets together. If each child creates her own house, they can visit back and forth between dwellings.

Encourage each child to talk about what his home is like or what kind of home he would like to live in when he grows up.

Boat and Lake

Do you have an old blue blanket the children could use for a small lake? A small baby bath tub can be the boat. Make fishing poles by tying small magnets to strings attached to sticks. Cut different sizes of fish out of paper and clip a paper clip to each fish.

Campfire

The children can build a camp fire setup by arranging some old logs together beside their tent.

Blocks and Props

The children can use small blocks, play people, and vehicles to produce scenes they see in their community, like a hospital, an airport, or a bank. As they build with the blocks and other props, they can talk about the roles of the different people.

Dress-Up Clothes

Locate some hats and other garments worn by people in certain occupations or from different cultures. The children can dress up in front of a mirror and talk about what makes each outfit different from what they usually wear.

Books about Occupations, Emotions, Cultures

Locate picture and story books that talk about various community helpers or about jobs that people do. Check to be sure they do not portray negative stereotypes.

Traditions

Look for books that show people from different racial or ethnic groups practicing various traditions. If your family has some favorite traditions, take time to share them with the children.

Prop Boxes

Preschool children enjoy pretend play. A variety of dramatic play scenes can be set up easily by the children with just a little preparation on your part. First, locate several large storage boxes that can be neatly labeled and stacked. Then start gathering prop items for the various play topics such as doctor's office, post office, fire station, pet store, grocery store, or shoe store.

Good places to find prop items are your attic, used clothing stores, or rummage sales. Local professionals often are willing to give you props. Sometimes when organizations buy new uniforms, they will give you the old ones if you let them know ahead of time that you're interested. Don't be shy about asking businesses and organizations for possible donations.

Some props can be made from tag board or paper covered by clear contact paper. This is a good way to make the doctor's or dentist's equipment.

Suggested items to put into prop boxes:

Fire Station

- Cut up rubber hoses
- Old walkie talkies
- Red fire fighter hats
- Yellow plastic rain coats
- Rain boots
- Construction paper cut to look like flames of fire
- Old goggles or swim masks to look like a gas mask
- Tot location stickers
- Phones
- Dolls
- Pretend hatchets
- Rope

Post Office

Old envelopes
Small boxes
Brown paper, tape
Old stamps
Scale
Rubber stamp, pad
Purses with paper money
Cash register
Old blue shirts
Bags to carry mail
Small baskets or slotted boxes

Grocery Store

Empty food boxes
Cash register
Boards, blocks for shelves
Purses with paper money
Toy shopping carts
Old magazines to sell
Grocery sacks
White aprons
Dress-up clothes

Dentist's or Doctor's Office

Old white shirts and jackets
Gauze bandages
Pretend medical tools
Plastic gloves
Phones, note pads
X-rays or clear plastic
Small cot and blankets
File folders, paper, pens

Shoe Store

Old shoes
Shoe boxes or plastic baskets
Cash register
Purses with paper money
Dress up clothes
Old clip boards to measure feet
Rulers
Old shelves

Airport or Bus Station

Suit cases
Dress up clothes
Cash register
Purses with paper money
Paper tickets
Old travel brochures
Old steering wheel
Big box for bus
Several small chairs
Trays, cups for airline stewards
World travel posters

Pet Shop

Old stuffed animals
Baskets and other cages
Cash register
Fish tanks and accessories
Pet collars and leads
Pictures of pets
Books about pets
Other pet equipment

Beauty Shop

Old combs and brushes
Old rollers
Perm boxes
Curling irons and hair dryers (with plugs removed)
Plastic aprons
Old magazines
Cash register with paper money
Dress up clothes
Old wigs and wig stands
Dolls with washable hair
Small plastic tub
Old towels

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Evaluate the Activities

List the new activities you tried with preschool children in your care to enhance their social and emotional development.

Activity	How did the child react?	Changes you would make if you did the activity again
Human potatoes		
Paper plate faces		
Paper sack puppets		
Sock puppets		
Homemade board game		
Pairs working together		
Play fort or tent		
Boat and lake		
Campfire		
Blocks and props		
Dress up clothes		
Books about occupations, emotions, or cultures		
Share your favorite traditions		
Prop boxes: Fire fighter play Post office play Grocery store play Dentist or doctor's office Shoe store Airport or bus station Pet shop Beauty shop		

4 Social and Emotional Development of School-Aged Children

Providing day care for school-aged children presents some unique problems. School-aged children vary greatly in their levels of maturity and their need for independence. One school-aged child may think she does not need to be "babysat." Another may feel grown up and yet also dependent. One will arrive home from school tired and want to be alone for awhile. Another may want to talk about his whole day at school before going on to do something else.

Some school-aged children struggle with friendships. School children tend to form groups, and they often exclude other children from their play. This is a normal aspect of development. School-aged children start to move from the influence of home and parents and begin to be more independent. These children group together for security and support.

This time can be difficult for a child who is temporarily excluded from the group. It's important that adults in the child's life help him find other ways to build self esteem. One child will take pride in doing activities well. Another may take pride in learning a new skill such as playing the piano. As a provider, look for ways to support the child who has been injured emotionally and help her feel successful.

Some children will need help learning social skills such as how to approach others and how to cooperate with a group. It may be helpful to provide these children with a good role model to follow.

School-aged children need responsibilities and privileges which differ from those of the younger children in your care. Older children may enjoy helping with younger ones. They can help dress toddlers, or they can read to preschoolers.

Many school children will take pride in being able to create a finished product. While the younger children mostly just enjoy the process of doing the activity, the school-aged child is concerned about the quality of the outcome. It is important that activities not be too competitive, because for every winner there also must be a loser.

Observe the School-aged Children in Your Care

Try the following observation activities to better understand the social and emotional needs of the school-aged children in your care.

Development	All The Time	A Few Times	Never
Seeks adult's attention and interaction			
Asks for help when needed			
Plays well with other children			
Plays only alone			
Can verbally negotiate a disagreement			
Can successfully enter an existing group			
Confidently initiates a response from others			
Expresses frustrations appropriately			
Talks positively about friends from school			
Talks positively about self			
Enjoys helping with simple tasks			
Easily accepts limits			
Does not take advantage of special privileges			
Cooperates well with other children including the younger ones			
Takes responsibility for own behavior			

Evaluate Your Home

Are the school-aged children in your care comfortable enough with you to share their troubles and concerns?

When was the last time you had serious discussions with each of them?

Do you have different rules and expectations for the school-aged children? Take time to think through how you respond to the children and write down some of the rules that the children are expected to follow.

Are these rules appropriate for all the children?

Do you offer special privileges to the school-aged children that are inappropriate for the younger children? List those the children like best.

Try These Social and Emotional Development Activities with School-aged Children

Projects

Children at this stage feel successful when they are able to complete projects. A school-aged child may spend days designing and creating a spaceship out of a big, old box.

You can assist by helping them talk about what it is that they want to create. The children may want to bring materials from home for their project, or you may be able to assist them in locating needed supplies. Encourage the children to stop from time to time to evaluate their project, to think about other dimensions they may be able to add to it.

Once a project is completed, the school children may enjoy sharing their creation with others. They even may be willing to allow the younger children in your care to make use of it.

Some possible projects that school-aged children may enjoy:

1. Landscape scenes for an electric train set.
2. Spaceships made out of a big box.
3. Whole city scene made on large piece of plywood.
4. Puppet theaters made out of a large box.
5. Vehicles made from boxes and soft wood scraps.
6. Models of space, or the ocean.
7. Home videos made with a video camera.
8. Hand sewn clothes for the dolls.
9. Homemade musical instruments.

Love Pats

Some school-aged children are no longer comfortable having an adult hold or hug them. But, it's still important to find ways to let these children know you care about them. Try sending "love pats" to them. If you see them before they leave for school, try to sneak a "Have a great day" note into their lunch pails. Put up a "Welcome home from school" sign on your outside door to greet the children. Tape a "I think you are a great kid" note inside their coat pockets. The school children will love the element of surprise, and everyone needs love pats now and then.

Friend's Day

If you have a day when you know a few of your younger children will be missing, let the school-aged children invite a special friend to come to your home with them. The day before, the school children can plan a few fun activities to do with the friend. They may even want to help plan and prepare a special snack to serve.

Carnival

Have the children play a carnival day. They can design various games for the younger children to play. They may even want to invite other children from the neighborhood or another family day care to come join the fun. Some games they could create: go fish, cake walk, bean bag toss at a clown face, wet sponge throw, or a simple version of bingo.

Secret Pals

Have the children adopt secret pals. Get together with other family day care homes. The children can draw names and do fun things for their secret pals. They may want to make them a picture or a homemade gift. With your help, they could make a special snack treat.

Pen Pals

Encourage the children to write to pen pals. They could write to other children in another state or even in another country. They may even enjoy writing to a soldier who is away from home.

Service Projects

Help the children think of service projects they can do. Maybe they want to make "Don't pollute posters" or collect items to be recycled. They could make favors for shut ins, or as a group, you could visit a nursing home. The school children could read stories to the elderly.

Special Responsibility for a Pet

One of the children might take the pet for a walk or give it a bath. When a child feels that no one else likes him, it's nice to curl up with a friendly dog or kitten.

"Alone" Space

Create "I want to be alone" space in your house. Set up rules for its use. When it can be used? For how long? Who can enter and who cannot? School children may want to use this area for quiet reading, so make sure to provide adequate lighting.

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Evaluate the Activities

List the new activities you tried with the school-aged children in your care to enhance their social and emotional development.

Activity	How did the child react?	Changes you would make If you did the activity again
Projects: Electric train		
Landscape scenes		
Spaceships		
City scenes		
Puppet theaters and show		
Vehicles		
Models of space, or the ocean		
Home videos		
Doll clothes		
Home made instruments		
Love pats		
Friend's day		
A carnival		
Secret pals		
Pen pals		
Service projects		
Special responsibility for a pet		
"Alone" space		

In-Home Day Care

The attached home study guide is part of a series of three books for in-home day care providers:

- **Helping Children Develop Socially and Emotionally**
- **Helping Children Develop Physically**
- **Helping Children Develop Cognitive Skills**

An accompanying video tape is available for check out from your local Extension office. Funding for this project is provided by Child Care Services.

A newsletter series "Family Day Care Connections" is available free of charge. To receive a copy, return one of the postage paid cards in this book or write:

SDSU Extension Service
Family Day Care Connections Newsletter
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